

INTEGRATION OF LEARNING MANAGEMENT SYSTEMS (LMS) IN TEACHING PHRASEOLOGICAL UNITS

Azimbayeva Dilafruz Abdujabbarovna

Senior Teacher, “Teaching English Language Methodology №3”

Uzbek State University of World Languages

Abstract

In an increasingly digital educational landscape, the integration of Learning Management Systems (LMS) into foreign language teaching has reshaped how lexical and cultural competencies are developed. This article examines the theoretical foundations, pedagogical rationale, practical applications, and challenges associated with integrating LMS platforms for teaching phraseological units—idioms, collocations, fixed expressions—in foreign language classrooms. Emphasis is placed on existing research in phraseology pedagogy, the functionality of LMS platforms such as Moodle, and instructional design strategies that leverage LMS capabilities. The discussion draws on both linguistic and educational technology scholarship to present a coherent framework for effective integration.

Keywords: Learning Management System (LMS), LMS integration, phraseological units, idiom pedagogy, foreign language teaching, educational technology, blended learning.

Introduction

In modern language education, mastery of phraseological units—stable combinations of words such as idioms and fixed expressions—is a key indicator of advanced communicative competence. Phraseological units carry cultural meaning that often cannot be inferred from their literal components, posing pedagogical challenges for second language learners. Recent research indicates that phraseological competence contributes significantly to communicative fluency and sociocultural understanding in foreign language contexts.

Simultaneously, the rise of digital learning environments and Learning Management Systems (LMS) has transformed traditional instruction into blended or fully online experiences. LMS platforms such as Moodle, Canvas, Blackboard, and proprietary systems provide a structured environment for delivering content, monitoring learner progress, and facilitating interactive learning activities.

In this article, we explore how LMS integration supports the teaching of phraseological units by providing methodological, technological, and pedagogical foundations necessary for enhancing learner engagement and outcomes.

Phraseological units are lexical items with established forms and meanings that differ from the sum of their individual elements. Idioms such as “kick the bucket” or “break the ice” exemplify phraseological units whose figurative meanings are not deducible from literal interpretation.



Research highlights that phraseological units carry sociocultural information and require targeted instructional methods.

Studies show that learners often struggle with phraseological units due to semantic opacity, cultural differences, and lack of transparent structure, which necessitates explicit teaching strategies integrating context and meaning.

A Learning Management System (LMS) is a software application designed to manage, deliver, and track educational courses and learning activities. LMS platforms provide modules for content delivery, learner enrolment, assessments, communication, and analytics—all accessible via web interfaces that support synchronous and asynchronous learning.

Common LMS platforms include:

- **Moodle** – an open-source LMS widely used for blended and online instruction.
- **Canvas and Blackboard** – commercial and institutionally supported LMS solutions with robust multimedia and analytics features.

LMS integration supports multimedia resources, collaborative tools, and adaptive learning pathways, positioning it as an effective environment for modern language instruction.

LMS platforms enable instructors to present phraseological units through various pedagogical tools: interactive quizzes, discussion forums, glossaries, and multimedia content (audio, video) that capture cultural and contextual dimensions of idioms. Multimedia supports dual coding, which has been shown to strengthen memory and conceptual understanding.

Furthermore, LMS platforms allow students to access learning materials at their own pace, revisit challenging activities, and receive immediate automated feedback through formative assessments. This flexibility aligns with constructivist principles that value learner autonomy and reflection.

Blended learning uses LMS to transfer lecture content and repetitive practice outside class, reserving face-to-face sessions for communicative practice and discussion. Phraseological units—rich in cultural meaning—benefit from such models that allow asynchronous exposure and synchronous communicative engagement. LMS tools such as forums and peer-review tasks support collaborative learning and contextualized application of idioms.

Modern LMS platforms track learner activity, including logins, resource access, quiz results, and activity completion status. Educators can use these analytics to identify patterns of difficulty with specific phraseological units or idiom categories, informing differentiated instruction. Tracking learning outcomes supports continuous improvement and learner support strategies.

Effective LMS integration begins with diagnostic assessments to gauge learners' existing phraseological competence. LMS quizzes with adaptive feedback can help place learners in appropriate modules, ensuring instructional materials align with proficiency levels.

LMS tools such as Moodle's "Glossary" activity allow instructors to create a searchable database of phraseological units with definitions, examples, and translations. Integrated multimedia (audio pronunciation, video usage examples) strengthens the multimodal approach to learning lexical items.

Phraseological learning benefits from contextualized practice rather than isolated memorization. LMS supports contextual tasks such as:



- **Scenario-based quizzes** where students choose appropriate idiomatic expressions in dialogic contexts.
- **Interactive storyboards** where students fill blanks with idioms based on narrative cues.
- **Peer collaboration tasks** in discussion forums where students interpret or create dialogues using target idioms.

These activities shift learning from recognition to active usage.

Embedding videos, podcasts, and authentic content (news clips, interviews, cultural media) into LMS modules helps learners internalize idioms within rich, real contexts. Authentic materials support learners in grasping figurative meaning and register usage of phraseological units.

LMS platforms facilitate both formative checks (low-stakes quizzes, auto-graded tasks) and summative evaluations (essay assignments, oral submissions via recording tools). In the context of phraseology, assessments should measure comprehension, contextual usage, and cultural interpretation.

Moodle's flexibility makes it well-suited for integrating phraseological instruction. Instructors can design modules that include glossaries, forums, assignments, and quizzes within a coherent structure. Moodle's social constructivism philosophy encourages learners to participate actively in content creation and discussion—useful for idiomatic discourse practice.

Many LMS platforms support SCORM packages and external integrations that package multimedia activities linked to idiom use. These enhance interactivity and support adaptive learning paths based on learner responses.

The integration of LMS in teaching phraseological units presents a powerful avenue to modernize foreign language pedagogy. With thoughtful instructional design, multimedia integration, and adaptive assessments, LMS platforms can transform the acquisition of idioms and fixed expressions from rote learning to meaningful, communicative competence. While challenges remain, the pedagogical benefits—enhanced learner engagement, analytic tracking, and blended learning support—underscore the potential of LMS as central to language instruction.

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